

Guidelines for Mentoring Offenders & Students

Staff Development and Training

Performance Objectives

- Identify and define the role of a mentor
- Identify types of mentoring
- Define the difference between a mentoring relationship and friendship

- As a volunteer you can play an important role in the re-entry process of offenders and students, especially as a mentor.
- Being a volunteer and mentor carries with it some important considerations and responsibilities.
- You may have previous experience as a mentor or this may be your first opportunity. Let's take a look at some guidelines about mentoring.

What is your role as a mentor?

Mentors:

- Listen
- Are nonjudgmental
- Help the offender/student stay focused
- Help the offender/student problem-solve and think about choices
- Maintain regular contact with the offender/student

Mentoring Models: One-on-One

- One mentor is matched to one participant
- Mentor and participant meet consistently for a defined period of time.
- Potential advantage: considered most effective for potential to provide strong support.
- Potential challenges: mentor's level of confidence in mentoring role, offender resistance due to feelings of being in a childlike role.

Mentoring Models: Group

- Several mentors and participants meet as a group at a set time/place on a weekly or bi-weekly basis
- Sessions last about two hours
- Sessions focus on topics relevant to re-entry efforts
- Mentors provide nonjudgmental guidance and support
- Groups may vary meetings by having guest speakers

Mentoring Models: Group

- Potential advantages
 - Requires fewer mentors
 - May have more appeal to some offenders due to dynamics of peer support
- Potential challenges
 - Relationships and support may not be as strong as one-to-one mentoring
 - Group meetings promote feelings of being institutionalized
 - Some mentors and offenders may not feel as committed to the mentoring process.

Combination of Models

- A focus on group mentoring, but with some one-to-one mentoring that serves as an extension of group meetings
- A focus on group mentoring, but letting one-to-one relationships evolve naturally
- A focus on one-to-one mentoring, but with some group meetings

What does a mentoring relationship look like?

Mentor

- Accountability
- Clear boundaries
- Confidentiality
- Defined times/length
- Guidance
- Focus on offender/student needs
- Understanding
- Support
- Trust (professional)

Friendship

- Advice giving
- Implied boundaries
- As needed basis
- Opinions
- Keeping secrets
- Open length
- Mutual support
- Trust (natural)

Congratulations!

**You have completed the module on,
“Guidelines for Mentoring Offenders &
Students.”**

**If you have any questions, please
contact your Community Involvement
Coordinator**

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